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ABSTRACT

Intended for special education proposal writers, the manual focuses on planning, organizing, and writing Part D (personnel preparation) proposals to the federal government. Chapters on the following topics are included: getting ready to write a Part D proposal (conceptual models for needs assessment, program planning, and evaluation); writing the proposal (budget information and program narrative); and things to know when writing proposals (what happens when the grant proposal gets to Washington, what to include in the proposal, and timetables mandated by Public Law 94-142.) (SB)

PROPOSAL WRITER'S HANDBOOK

a Step-by-Step Process

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Preface

This is a training manual. Its objective is to help you plan, organize and write a conceptually sound proposal that will increase your potential for being funded. The manual has been written in sequential order to achieve this goal. The specific focus is on Part D (personnel preparation) proposals to the Federal Government by State Education Agency grant writers, but the process is seen to be generic for almost all proposal writing.

However, there is nothing new or magical in the contents of the manual or in the process suggested. It is meant only as a guide in providing a consistent and logical format for communicating programs, activities and budgets to proposal readers.

Finally, the manual will not do the job for you. You must bring to the planning and writing process your own personality, experience and flexibility. If any section of the manual is not applicable, delete or modify the approach in any way in order to adapt it properly to your specific situation.

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James R. Galloway
Executive Director

William V. Schipper
Associate Director

William C. Wilson
Associate Director

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Chapter I

Getting Ready to Write a Part D Proposal

Introduction

The task of grant writing may be thought of as falling into two phases: first, the planning phase and second, the writing phase. If you try to write without planning, your proposal will probably lack the kind of thrust and continuity that readers look for. According to a recent article by Karen DeWitt in the Potomac section of the *Washington Post*,

"Once (a reader) has read through four or five proposals in a lot of thirty, you know what you're looking for. You take a look at the introduction and the understanding section, scan who the firms are offering to do the job and fill in your rating card."

If this behavior typifies the approach of grant readers, it can be translated as follows to the Part D Proposal: The readers will look closely at the program narrative which tells what needs exist in the State, how they were derived and what you propose to do about them. They will probably scan your activities but look more critically at how you plan to evaluate the effect of training. Finally, they will see who you have to do your training. Don't underestimate the importance of consultants' and program directors' biographical sketches, especially if you have some resources (people and organizations) that have demonstrated good results. (Brand names sell better)

The instructions that you receive from the Bureau of Education for the Handicapped (BEH) provide you with directions on how to write the proposal but are of little help in how to plan for the final writing. It is like giving you the directions for preparing an elaborate meal for a cast of thousands without giving you a basic list of ingredients or a recipe for mixing them together. Without the planning phase, you are likely to end up with pot-luck rather than a well-balanced menu.

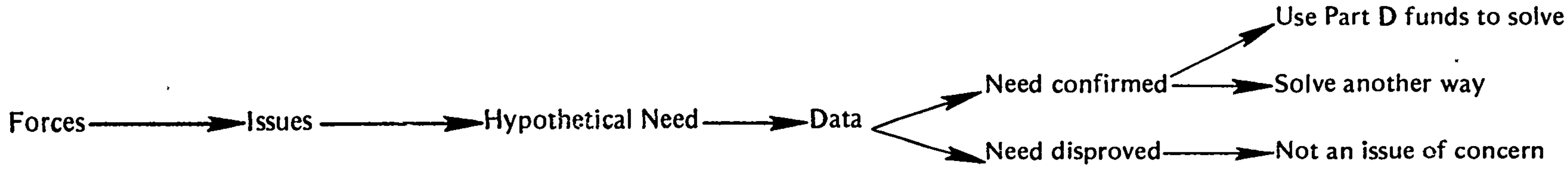
This manual outlines a planning process that will provide you with the necessary ingredients to write a well-balanced proposal. Chapter I is a step-by-step walk-through of the planning stages. Chapter II takes you through the writing phases and shows you where to get each of the necessary pieces from the planning materials.

Where not to begin in conceptualizing a training proposal

Do not begin with the activities of the program because this will lead to a disjointed proposal lacking thrust and flow. One of the most blatant problems with State grant proposals has been that the programs looked like a number of mini-proposals without a unifying concept.

Following is a conceptual model for a Needs Assessment. This is one way to select logically from all the articulated needs existing in a State.

Conceptual Model for a Needs Assessment



Terms

Forces	Directives, generally outside the system, that determine what should be attended to in formulating an overall plan for training: e.g. laws, court cases, BEH priorities, etc.
Issues	Priorities or concerns addressed by each of the *forces;* e.g. due process, severely handicapped, etc.
Hypothetical Need	A tentative assumption, based on selected *issues*, that there exists within the State a disparity between what is and what should be.
Data	Factual material used to confirm or disprove the *hypothetical need.*
Need	A confirmed hypothetical need. *Data* has demonstrated that conditions do exist that need attention and intervention.
Major Objective	This definition will be found following the Conceptual Model for Program Planning (page 8).

Steps to determine forces and derive problem areas

The logical place to start is by determining the forces and directives which will lead to the identification of possible problem areas. Examples of such forces are federal laws, court action, community pressures, expressed needs from within the system, long-range State educational objectives, etc. Unless these forces are identified and laid out for analysis, it is impossible to formulate possible problem areas. This step is the beginning of the documentation of priority needs.

Begin by gathering available information on the forces impinging on the system:

Federal laws
BEH priorities
Court actions
State laws
State plan EHA Part B — Amended annual program plan
Local Educational Agency needs (Local Application Effective 10/1/77
Advisory committee input

Develop a matrix on which the forces are identified along the top, and the issues are listed below each force (see sample below):

Table of Forces

Federal Laws 93-380/94-142	BEH priorities	Court Actions	State Laws	State Plan B Amendment	LEA Needs	Advisory Committee
9/1/78 Full service ages 3-18	Full Service	Penn. Assoc. for Retarded Citizens vs. Commonwealth of Penn.	Full service	Full service		Policy statement
11/29/75 Child find	Child find	Penn. Assoc. for Retarded Citizens vs. Commonwealth of Penn.		Child find		Reflects concerns of other agencies
(in effect) Confidentiality		Watson vs. Costanzo		Confidentiality	Needs clarification	Policy statement
10/1/77 Severely handicapped	Severely handicapped	Mills vs. D.C. Board of Education	Public Education age 3-18	Most severely handicapped	Requests training	Exploring inter-agency plan
10/1/77 Individualized Education program	Appropriate education	Maryland Assoc. for Retarded Children vs. State of Maryland		Individualized plan	Requests training	
(in effect) Least restrictive	Least restrictive	Mills vs. D.C. Board of Education		Least restrictive	More resource teachers	Policy statement
(in effect) Due process	Due process	Marlega vs. Milwaukee Bd. of School Directors		Due process	Train hearing officers	Policy statement

Determining Issues

From the matrix it is clear to see which issues need to be examined as possible training areas. Having a matrix in front of you also allows for long-term planning. Since Part D applications are conceptualized on a three-year cycle, the matrix should help determine priorities.

Checkpoint

At this point, it would be well to check with others to get consensus on the issues which have emerged.

- State Education Agency staff
  - Area consultants
  - Part B plan writers
- Local Education Agency planners
- University grant writers

Formulating hypothetical needs

From each issue a number of hypothetical needs can be generated. For example:

Issue: Severely handicapped

Hypothetical need: There are not enough programs to serve all severely handicapped children in the State.

Collecting data to test hypothetical need

Gather together all the information resources you will need to prove or disprove the hypothetical need.

Suggested Resources

- Statewide cooperative plan for personnel development
- Analysis of personnel positions
- Part B projected activities document
- Part B completed summary sheets
  - Resource Allocation Plan
  - Agency Summary
  - State Summary
- Census Bureau statistics
- State population reports (forecasting)
- Input from SEA program administrators and consultants
- Input from LEA directors
- Input from other agencies and organizations

These resources should prove useful as the development of this document continues. If the information available does not provide the writer with the confidence necessary to accept or reject the hypothetical need statement, it may be necessary to gather more data.

The following is a list of some methodologies to gather data:

- Surveys
- Polls
- Delphi studies
- Personal contacts
- Case studies
- Site visits
- Program audits

Never underestimate the importance of supportive data as the basis of a sound proposal

Using data to confirm a need

Analysis of the data will either confirm the existence of a need or show that the need does not exist as a problem area in your state. The following example shows how supportive data can be used to legitimate a need:

Hypothetical need: There are not enough programs to serve all severely handicapped children in the State.

Data: According to the *Annual Special Education Statistical Report* for 1973-74, only 7.95% of children in special education were served in programs for the severely handicapped.

According to a 1975 release from the State association for retarded citizens, about half of the mentally retarded children ranging in age from 3 to 21 in the State are not receiving any type of public school special education services.

Only two teacher training programs exist in the state to prepare teachers for the severely and multi-handicapped. The State has no certification requirements for such teachers.

Need confirmed: More programs are needed in order to serve all the severely handicapped children in the State.

Decide which needs are to be met with Part D funds

Examine the needs that have been confirmed and determine the relative importance of each. List these in order of priority.

Assign a tentative dollar amount to each need. This figure may have to be adjusted later when budgets for each activity are more carefully planned, but at this stage make a rough estimate of how much the State wishes to allocate to each need for the coming year.

When a point is reached that represents what you think is the maximum amount a State can reasonably expect to receive from the proposal, *stop.* This decision can be based on previous funding levels, valid program expectations, and information from your project officer. The other needs on the list will have to be postponed or met in some other way.

Efforts to date

For each need that you have selected as a project to be addressed with Part D funds, list in chronological order the efforts and accomplishments to date. It doesn't matter what agency supervised or funded the efforts, just list them. Once you have before you what has already been done, you will be better able to decide what you anticipate to accomplish with the new funds. If programs in the past have been under the auspices of other agencies, you may wish to check with those in charge to find out the strengths and weaknesses of their approach. When you write the proposal, you will be using this information in the general Introduction, Need for Assistance section and Approach sections.

Conceptual Model for Program Planning

- A Major Objective
  - A.1 Training Objective
    - A.1.1 Activity
      - A.1.1.1 Expected Outcome
      - A.1.1.2 Expected Outcome
    - A.1.2 Activity
      - A. 1.2.1 Expected Outcome
  - A.2 Training Objective

Terms:

Major Objective	Broad goals or efforts directed toward reducing the disparity between conditions that exist within the State and what "should be".
Training Objective	Subordinate objectives or goals for each *Major Objective,* with the focus on personnel training.
Activity	Training activities designed to meet the *Training Objective,* e.g. summer training institutes, special study institutes.
Expected Outcome	Number of individuals trained and competencies to be acquired.

Code:

Capitol Letter	A	Use to identify Major Objectives
First digit after the capital letter	A.1	Use to identify the Training Objective.
Second digit	A.1.1	Use to identify each activity.
Third digit	A.1.1.1	Use to identify each expected outcome.

This is one coding system you may wish to adopt to help you keep track of your program. The code may be used in specifying budget items or evaluation strategies. It is a planning tool and only a suggestion. It is not required in the writing of the proposal.

Program Summary Table

Code A **Major Objective**

Code	Training Objective	Code	Activity	Code	Expected Outcome	Cost
A.1	Train paraprofessionals in child find techniques	A.1.1	Special Training Institutes (5 one-week courses)	A.1.1.1 A.1.1.2 A.1.1.3	100 trained paraprofessionals Able to locate agencies Possess interview skills	$ 7,500 Federal $ 0 non-Federal
A.2	EMR teachers adapt approach to serve severely impaired (see page 8)	A.2.1	Summer Training Institutes (Three to include field experience at State Training School) (see page 8)	A.2.1.1 A.2.1.2 A.2.1.3 A.2.1.4	150 teachers trained Know developmental skill sequence Adapt activities Individualize lesson (see page 12)	$15,000 Federal $15,000 non-Federal

For each Major Objective you may wish to organize a Program Summary Table using a code and a brief narrative. By including a cost column you can begin breaking down the funds you are requesting in your proposal. The Expected Outcome column helps you pay attention continually to what you are hoping to achieve through this training.

(More details on items in this table are given in the following sections.)

State the major objective for each need

This should be a statement of what the SEA hopes to accomplish in terms of reducing the disparity between existing conditions and what should be. The following objective was derived from the confirmed need:

Major Objective

A

By September 1, 1978, a free appropriate education will be available for all handicapped children within the State between the ages of 3 and 18. First priority to children presently unserved. Second priority to children within each disability with the most severe handicaps who are receiving an inadequate education.

State the training objectives for each major objective

Training Objectives for Part D money only deal with personnel development, both preservice and inservice. With the passage of P.L.94-142, Federal money is designated for personnel development through Part B allocations at both the State and local levels. It may be that States will wish to use their Part D money for developing projects that can be replicated throughout the State or for programs that have some inter-agency thrust.

Training Objective

A.1

Paraprofessionals will be trained in child find techniques, including methods of inter-agency search and interview skills.

A.2

EMR teachers will be trained to adapt their approach to the more severely impaired child.

A.3

Teachers will receive individualized training to help them plan more effectively for their most severely handicapped children.

State the activities for each training objective

The activity refers to how you plan to do the training, e.g. special study institutes, special training institutes, etc.

Training Activities

A.1.1

A series of one-week intensive courses will be scheduled in five locations throughout the state to train high school graduates in child-find skills. (Special Training Institute)

A.2.1

Three summer training institutes will be held in three locations across the State, to include a field experience at the State Training School.

A.3.1

A multidisciplinary team of consultants will work by mail and telephone with all Special Education teachers in the State, reviewing the children who are in their classes and providing individualized assistance for the most severely handicapped within each program.

Construct a Training Activity Summary Sheet

On these sheets you will summarize most of the information you will later be using in the Approach section of the Program Narrative.

Training Activity Summary Sheet

Training Activity *Code*

Categories	Description	Cost
Dates	Include an agenda of when activities will take place.	
Personnel	The number, names, types, etc., of staff (not including consultants) that will be needed. Include vitas of key staff.	Salaries Fringe benefits Employee travel
Consultants	The number, names, types, etc., of outside consultants that will be needed. Include vitas of key consultants.	Fees Travel Communication
Contractual	Organizations, cooperating institutions, delegate agencies	Contractual
Participants	Number, type and professional level (See Supplementary Questionnaire, and OE Form 9037)	Stipends Dependency allowance Trainee Travel
Contents	Description of wh * will be presented either in outline form or narrative.	
Materials	Aids and media needs	Equipment Supplies Printing
Facilities and Location	Where the training will take place, including practicum facilities. Include maps of areas to be served and locations of training programs.	Construction Rental of space
Advisory team	Names and addresses and position of advisory team Must include parents, practicing teachers, etc.	Other

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Fill out an individual Budget Sheet for each Major Objective

The costs have already been broken out for each training activity on the Training Activity Summary Sheet. The Individual Budget Sheets are parallel forms of the Budget Information sheet, HEW608T. Consult the HEW instructions, Part III Section B, Budget Categories, if you have any questions.

The following formulas may be helpful in analyzing some of the budget items.

A. Personnel Project staff, name or title	Time x unit salary + travel = cost
D. Equipment Item	Number x Unit cost = cost
F. Contractual Agency or organization	(Time) Fee + travel = cost
H Other H1. Stipends/dependency allowance	Time weeks x Number of trainees x average stipend/allowance = cost
H. Other H2. Trainee travel	Number of trainees x average round trip fare = cost
H. Other 5,6. Consultant	(Time) Fee + travel = cost
H. Other H10. Pupil transportation	Number of pupils x average cost = cost
I. Total direct charges	Sum A – H

Individual Budget Sheet

Code: A Major Objective: ____________________

BEH Priority Category: ____________________

GRANT PROGRAM, FUNCTION OR ACTIVITY

Object Class Categories	code A.1.1	code A.2.1	code A.3.1	code	Total
A. Personnel					
B. Fringe Benefits					
C. Employee Travel					
D. Equipment					
E. Supplies					
F. Contractual					
G. Construction					
H. Other					
(1) Stipends					
(2) Trainee Travel					
(3) Rental of Equipment					
(4) Required Fees					
(5) Consultant Fees					
(6) Consultant Travel					
(7) Communication Costs					
(8) Rental of Space					
(9) Printing					
(10) Other					
I. Total Direct Charges					
J. Indirect Charges					
K. Totals					

Conceptual Model for Evaluation

$$\begin{tikzcd} & \text{Implementation} & \\ \text{Process} & \text{Evaluation} \arrow[l] \arrow[r] \arrow[u] \arrow[d] & \text{Content} \\ & \text{Outcome} & \end{tikzcd}$$

Implementation Evaluation	This has to do with how well you planned and implemented the training. The type of methodology most appropriate to this evaluation would include the actual records of budgets, time lines and checklists.
Process Evaluation	This has to do with what went on during the activity. It deals with format, staffing, materials and facilities. The methodology for evaluation includes rating scales and opinion questionnaires.
Content Evaluation	This is concerned with the substantive content of the training. It questions the components of the training program and evaluates the knowledge of the trainer. Evaluation is subjective, requiring questionnaires or opinion surveys.
Outcome Evaluation	This answers the question, "Did you help solve the problem with the training?" Did you train enough individuals? Did you generate the products you wanted to produce? Did the trainees acquire the necessary competencies? The evaluation methodology is tighter here: use counts, examinations, observation, pre- and post-test, longitudinal evaluation over several months or years, tape or video feedback, measure of changes in child's performance, etc.

Implementation, process and content evaluation all provide feedback to the management system enabling you to improve your future decisions. The outcome evaluation also has management implications but the main effect is on the trainees and children. The outcome evaluation dovetails with the Expected Outcome for each activity and will be dealt with first.

Outcome Evaluation

Here are some sample questions you should address in this evaluation:

- Did you train the number of individuals you planned to train?
- Did the participants get prepared for the roles you hoped the training would prepare them for?
- Did participants reach the level of competency within the specified time?
- Did the activity alleviate the problem?

State the Expected Outcome for each Activity and specify the method to be used to determine results.

Expected Outcome

A.1.1.1
One hundred paraprofessionals will receive training in child find techniques (count)

A.1.1.2
They will know how to locate possible agencies where children may be served (competency exam).

A.1.1.3
They will be able to interview parents and professionals from other agencies about the educational program for children not attending public school (evaluation of tape-recorded interviews).

Expected Outcome A.2.1

A.2.1.1
One hundred and fifty teachers will be trained (count)

A.2.1.2
Teachers will understand the developmental sequence of a variety of skills (information exam)

A.2.1.3
Teachers will be able to adapt an activity to a lower developmental skill level (competency exam)

A.2.1.4
Teachers will be able to construct an appropriate lesson for a child at the State Training Center (peer observation and child's performance)

Expected Outcome A.3.1
Construct a similar series

Did the training alleviate the problem?

A.1
By September 1, 1978 the Local Education Agencies and Intermediate Units will have a record of every child between the ages of 3 and 18 residing within their jurisdiction. (count of names, addresses, agency serving)

A.2
Children who have been identified through child find techniques who were previously not in a public school program will be placed with a teacher experienced in adapting their program to the needs of the child (count children placed, develop individualized education program)

A.3
Individualized learning programs will be developed for each special education student within each program. (Plans will be analyzed by consultants)

Implementation Evaluation

Here are some sample questions involving implementation and the follow-through on them.

- Was the planning useful? Did you carry out what you planned to do?
- Were the parents, teachers, etc. on the grant advisory panel well chosen? Will you try to replace some of them next year?
- Did you set up realistic time lines? Were schedules followed? Should scheduling be adjusted in the future?
- Did you budget for all necessary items? Did you stay within your budget? Did you have to rearrange line items because of unforeseen expenses?
- Did you keep your accounts straight? Are your bills paid?

Process Evaluation

Sample questions and implications for change:

- Was the activity appropriate for the nature of the training? (activity refers to type of program, e.g. special training institute, etc.)
- Was there enough (too much) time allowed to cover the material?
- Did the trainers communicate? Did they have the kind of skills necessary to develop competencies in the trainees?
- Were agencies, consultants, etc. cooperative? Useful? Would you use them again?
- Were materials useful? Could they be improved?
- Were the facilities appropriate? Would you hold training sessions here again?

Content Evaluation

Sample questions:

- Did the content deal with the need? Did trainees see the application?
- Was the subject adequately covered? Are there components that need to be modified, added, taken away, before replication?
- Did trainers know their subject? Would you use them again?
- What new training needs developed as a result of past training?
- Are these training areas that will need follow-up for reinforcement?

Direct administration of the Part D project

Somewhere in your proposal you must think of your own unit and provide funds for its continuance. Some States deal with this item by treating it as they do any other major objective.

Write the Major Objectives for the Administrative Unit

Code N*

Plan, implement, conduct, and evaluate short term institutes and other training programs which will assist in the development of competencies of personnel involved in the education of the handicapped.

Encourage experimentation with new models of personnel and training

Assist colleges and universities in the development and improvement of personnel development programs as they relate to the education of the handicapped.

Subordinate Objectives may include the following:

Code

N.1

Provide leadership in preservice and inservice special education for professional personnel who work with handicapped children.

N.2

Plan and implement the delivery of comprehensive education to trainees in LEA's through coordination among SEA consultants and cooperation with other educational agencies.

N.3

Assist the SEA division on program development in conducting on-site visits.

List the activities (You could use a Program Summary Table and an Activities Summary Sheet to organize your efforts).

Select the activities you plan to carry out to meet the Subordinate Objectives

Code N.1.1

Collect and analyze data for needs assessment to determine manpower needs in special education.

N.1.2

Assist the Division of Teacher Education in the review of special education training proposals from colleges and universities.

State the expected outcomes for each Activity and specify the method used to evaluate the results.

Code N.1.1.1

By June 1, 197—, the administrative unit will have an accurate count of all handicapped children being served in the state by handicapping condition and by service being rendered. (count)

N.1.1.2

By June 1, 197—, We will know the certification status of all teachers of special education employed in the State. (count).

Using these examples you can develop your own Administrative Unit's job scope and make sure you request sufficient funds to carry out the important task of personnel development.

** 'Code N' has no special significance. It represents whatever letter you have reached in your plan.*

Writing the Proposal

OE Form 9037, Education for the Handicapped, Instructions for Application for Federal Assistance is divided into five parts.

Part I tells you how to fill out the Application for Federal Assistance form. This part is self-explanatory.

Part II tells how to fill out the Project Approval Information form, also self explanatory.

Part III explains Budget Information which this handbook will help you deal with.

Part IV describes what must be included in the Program Narrative. This is the section that will be dealt with in greatest detail for there are no simple forms to fill out here. This is where you prove that you know what you're doing.

Part V lists the Assurances that must be made such as Protection of Human Subjects, guarantee of Civil Rights, etc. This section needs no additional explanation.

Fill out Parts I, II and V.

Part III - Budget Information

Included in your packet of Instructions from HEW is a Budget Information form HEW608T. This form should be used to summarize the total budget you are requesting. In the planning phase you have filled out Individual Budget Sheets for each of your training projects. (see page 11). These sheets were laid out in parallel form to the required Budget Information form.

Walking through the instructions for Part III, first there is Section A-Budget Summary. This section may or may not be reflected in the individual training activity budget sheets. If you are using non-Federal money in some of the individual projects, it should be noted on the individual budget sheets and summarized in column f.

Part D Training grants are for Handicapped Teacher Education (line 1 a), Federal catalogue number 13.451. Part D grants have a three-year cycle. One-third of the States write new applications each year. Only States writing continuation proposals need be concerned with columns c and d, Estimated Unobligated Funds, and those States need only fill in these columns if they haven't spent their allocation. Column e is the total amount of Federal funds being requested for all the programs described in your proposal. Column f is the total amount of non-Federal funds you plan to spend on these projects. The amount of non-Federal funds the State invests in its training efforts is one way of reflecting the degree of commitment that the State has to the projects. Column g is the sum of columns e and f.

Section B - Budget Categories

The information provided in the instructions is sufficient for filling out this form. Use the Individual Budget Sheets to calculate the totals. You will only be using column 1 and column 5 for Part D proposals.

Section C - Source of non-Federal Resources

Not applicable for Part D proposals.

Section D - Forecasted Cash Needs

This may be calculated from the Training Activity Summary Sheets in the planning section that show when activities are to take place. (see page 9). Unless there is a concentration of expenses during one or more quarters, it is common practice to divide the total amount into four fairly even payments and enter those amounts for each quarter.

Section E - Budget Estimates of Federal Funds Needed for Balance of the Project

Although Part D grants are conceptualized as three-year projects, experienced writers have found little difference between writing continuation grants and new grant applications. Except for projects that require continuation for more than the current year, writers may choose not to fill out Section E.

Section F - Other Budget Information

Unless your application is extremely singular, you will want to refer the reader to the Individual Budget Sheets which should probably be located with the description of each project in the body of the proposal.

Line 21 - Direct Charges

In the planning section, a guide has been laid out for calculating the required direct charges including personnel salaries (6a), travel (6c), equipment (6d), contractual (6f), other 6h) (see page 11). If there is an unusually high expenditure in one of these categories, you should use this space to focus on the expenditure using additional sheets where necessary.

Line 22 - Indirect Charges

All SEA's have a negotiated indirect cost percentage which BEH has accepted. (Note: All university, association and LEA proposals are held to a fixed 8% indirect cost rate.)

The instructions require you to enter the type of indirect rate that will be in effect during the funding period. There are four types of rates: provisional, predetermined, final, fixed.

You are also required to enter the estimated amount of the base to which the rate is applied.

Part IV - Program Narrative

Information in the narrative should be selected with the purpose of helping the reader better understand the unique qualities of your State and the reasons for choosing the priorities set forth in your application. The following outline is intended to be helpful in writing the narrative.

There should be an introductory portion to the narrative leading up to the description of specific problems that you are proposing to address, and explaining objectives and need.

Introduction:

Demographics:

Describe State by population density, e.g. urban, suburban, rural.

Describe unique characteristics of population, e.g. cultural, racial, language.

Identify geographical barriers, e.g. mountains, deserts, etc.

Historical perspective:

Describe unique forces that have shaped the State's special education services, e.g. litigation, State laws, funding patterns (Use Table of Forces, page 3).

Discuss influence of pressure groups, e.g. parent organizations, teacher unions, etc.

Give brief overview of special education services presently available in the State.

Progress to Date: Review the accomplishments made in areas that support the programs you are proposing in this application regardless of how they were funded or what agency was responsible for them. (See page 5 of the planning section).

List Major Objectives: This will serve to orient the reader to the body of the proposal. From here on you will probably wish to deal with each problem area and its training components individually. Don't forget to include the direct administration of the State Plan as one major objective. (See page 14).

(On pages 17-18, the right-hand column gives source of information for data requested in left-hand column.)

1. Objectives and Need for this Assistance:

For each major objective describe the problem	This is your hypothetical need statement (see page 4).
Demonstrate your need for assistance	Use the data you have selected to confirm the need (page 4). Also cite efforts to date to support the need (page 5).
For each confirmed need, state the major objective and the training objectives.	This is found on your Program Summary tables (see page 7).
Supporting documentation or other testimonies from concerned interests other than the applicant may be used.	Part of your data collection included input from other agencies and organizations. Copies of letters may be included with the application (see page 4).
Data based on planning studies should be included or footnoted.	See Part B Summary sheets: Resource Allocation Plan; Agency Summary; and State Summary.
Present available data, or estimates, for need in terms of number of personnel by position type (e.g. teachers, teacher aides) by type of handicap to be served.	In Part II of the HEW Instructions which deals with the supplementary questionnaire, Item 2 requires this same information. Table 2 on the Supplementary Questionnaire should summarize the number of personnel to be trained with the proposed projects. The State Analysis of Personnel Positions and the Statewide Cooperative Plan for Personnel Development should be used for documentation (see page 4).

2. Results or Benefits Expected

For each training activity, give anticipated outcomes and benefits.	On the Program Summary Table (page 7), there is an expected outcome listed for each training activity. Use these outcomes to construct your statement for this section. If you can project long-range benefits or if you can demonstrate how your training efforts will benefit children, it will add to the strength of your proposal (also see page 12).

3. Approach

a. For each Major Objective, outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished.	From the Program Summary Table (page 7), Training Objectives and Activities can be outlined for each Major Objective.
• Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others.	Use the section on Efforts to Date (page 5) to justify the approach you selected. In this case approach is defined as format e.g. institute, special study institute, etc.

(Continued on page 18)

• Describe the substantive content of each training activity and the competencies that must be acquired.	See pages 9, 12, 13
• Include roles or positions for which trainees are prepared and the tasks associated with such roles.	See pages 8, 12, 13
• Describe the organization of the training program, the program staffing and the practicum facilities including their use by trainees, accessibility to trainees and their staffing.	See page 9
b. For each activity, provide quantitive quarterly projections of the accomplishments to be achieved.	Pages 9, 13
• Project the number of individuals to be trained by type of handicapping condition using the supplementary questionnaire.	Page 9, Supplementary questionnaire
c. Identify the kinds of data to be collected and maintained, and discuss the criteria to be used to evaluate the results and successes of each activity. For all activities, explain the methodology that will be used for evaluation.	Pages 12-14
• Provide evidence that the positions for which individuals are receiving training will address needs as explained in 1 and 2 above.	Page 13
• Show that parents, practicing teachers, etc. are involved in program planning, implementation and evaluation.	Pages 9, 13
d. List organizations, cooperators, consultants or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.	Page 9

4. Geographic location

Give a precise location of the project or area to be served by the proposed training activities. Maps or other geographic aids may be attached.	Page 9

5. If applicable, provide the following information:

a. Vitas of key personnel	Page 9
b. Significant changes in project objectives, location, approach or time delays, explain and justify.	Pages 5, 13, 14
c. For supplemental assistance, explain and justify.	Pages 4, 13, 14
d. Make sure forms HEW441 and HEW596 are on file.	

Chapter III

Other things you should know when writing proposals

So you've written your Part D Grant Applications and sent it to the Bureau of Education for the Handicapped (BEH)

What happens when your grant proposal gets to Washington?

ALERT: *Funds under Title VI-D will only be awarded for personnel preparation programs in one or more of the published priorities (See Federal Register)*

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IF IT'S A CONTINUATION PROPOSAL. . .

There will be *in-house review* by the Project Officer and when necessary by other appropriate staff members.

If there are any major changes, however, an external reader (non-government reviewer) will also be called on to review the proposal. There is no panel review process involved here.

Notification is hopefully sent *within five months* of receipt of proposal.

IF IT'S A NEW PROPOSAL. . .

Each new proposal is just that — NEW. Recommendations for approval or disapproval of the proposal will be based on what is set forth in the application.

In-house Review will be made first by:

* the Project Officer
* the Program Area Specialist

External Review will be done by an external reader (non-government reviewer) who is assigned by the Project Officer,

Then the proposal enters:

The **Panel Process** — (this is usually one to three months after receipt of proposal)

Panel membership usually consists of six members who are selected by Project Officers from a list of reviewers recommended by state agencies, universities, etc. Panelists are chosen to represent university settings, state and local educational agencies and related groups. They should be knowledgeable about administration or about some specific program area with which the proposal deals.

The usual panel might include:

= experienced proposal readers
= 2 new panel members with some experience reading proposals
= 2 persons who are new to the Bureau review process

Review procedure: Panels meet for *four days* and review about *50* proposals. All college, university, SEA, LEA and non-profit agency or institution proposals from a *single state* will be reviewed by the same panel.

State Overview: In reviewing proposals for a state, the panel will receive the external review evaluation, but will not have the Project Officer's assessment.

The Panel:

1. Reviews all single proposals from the state,
2. Analyzes the impact of the proposal on the total state program in terms of state needs *in relation to BEH priorities,*
3. Makes recommendations by priority category for the state on a State Analysis Summary.

Proposals then go back with the panel's recommendations to

The Project Officer who

- Analyzes the Budget Request,
- Determines how realistic and feasible the budget is in relation to the purpose and goals of the project and to total resources available and the panel's intent for support,
- Makes a funding allocation recommendation for the state, for each program category within the individual proposal, and for the individual proposal itself.

Recommendation then moves to the

Branch Chief, Division of Personnel Preparation who

- Analyzes recommendations of panels and Project Officers within the Branch in terms of past funding level, present recommended funding level, and amount requested by project.

If the Branch Chief does not agree with the Project Officer's recommendation, the project and accompanying support data from both the Branch Chief and the Project Officer go to the Division Director for resolution.

Recommendation then moves to the

Division Director, Personnel Preparation, who

reviews the projects from each of the three Branches in terms of total expenditures in each of the priority areas, for each individual state and the country as a whole.

These recommendations then move to the

Policy Advisory Group (PAG),

which consists of Division Directors, Branch Chiefs, Associate Deputy Commissioner, and is chaired by the Deputy Commissioner of BEH. The Division Director and appropriate Branch Chief present project allocations and projects to the PAG, which reviews and recommends them to the Deputy Commissioner.

The Deputy Commissioner takes the PAG recommendations under advisement and may ask for further information supporting the recommendations. At this time, the Division Director, Branch Chief, and Project Officer prepare additional detailed material which is submitted to the Deputy Commissioner. Approval, disapproval or further meetings occur pertaining to the applications in question. The Deputy Commissioner approves applications for commitment of funds.

A tentative **Negotiation Letter** is then sent (approximately six months after receipt of application) by the Project Officer to the project director or authorized official, indicating tentative approval of the project and requesting revisions in program and/or budget based on the results of the review process. A deadline date is given to the applicant for submission of the modified information.

After receipt of the reply, the negotiated proposal is then processed in the *Grant and Procurement Management Division.* The official notification of approval to the applicant is in the form of the *Notification of Grant Award,* which is sent by the Branch Chief of the Grant and Procurement Management Division before the last day of the fiscal year.

Helpful Hints

1. Include vitae of all personnel to be employed in the delivery of training activities. Training and experience of personnel utilized should be appropriate to training activity.

2. Include letters of support from LEAs, college, universities, other state agencies, interest groups, etc., in your project submission. These statements should substantiate the need for the activity.

3. Daily agendas of proposed training programs are helpful. What will you be doing on a daily basis?

4. Keep BEH project officer informed about your project proposal. The project officer's support of your proposal prior to submission is an intangible plus.

5. Solicit letters of support from advisory groups, parents, parent group representatives and other important persons who should be involved in planning.

6. Round off figures in budget.

Timetables Mandated by P.L. 94-142

In effect now

State Plans must establish goal of full service.
There is established a detailed timetable.
All children needing Special Education are identified, located and evaluated.
Amended State Plan available to public 30 days prior to submission to Commissioner.
Grants available for removal of architectural barriers.
Due process
Least restrictive environment
Non-discriminatory testing.

November 28, 1976
States must provide certification of the actual number of handicapped children receiving Special Education and related services.

October 1, 1977
Authorization = 5% of the national average per pupil expenditure
50% of allocation to SEA, 50% to LEAs
Priorities:
1) Handicapped children not receiving an education;
2) Handicapped children, within each disability, with most severe handicaps, receiving inadequate education.

LEA will maintain records of individualized education program for each handicapped child.

September 1, 1978
Free appropriate public education for all handicapped aged 3-18.

October 1, 1978
Authorization = 10% of the national average per pupil expenditure
25% allocation to SEA, 75% to LEA

October 1, 1979
Authorization = 20% of the national average per pupil expenditure

September 1, 1980
Free appropriate public education for all handicapped aged 3-21.

October 1, 1980
Authorization = 30% of the national average per pupil expenditure

October 1, 1981
Authorization = 40% of the national average per pupil expenditure